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ABSTRACT

To provide effective education about AIDS and HIV, schools need to deal with issues of sexuality. The question is not whether, but rather, how to include issues related to homosexuality in school policy, instruction, and student services. This resource booklet has a checklist of factors for school staff to consider at the levels of individual educators, student services practice, classroom, school, and school district. Studies in the fields of education and the social sciences consistently report higher levels of suicide, homelessness, drug abuse, and school absenteeism for gay, lesbian, and bisexual youth. A necessary goal of schools is to foster positive self-esteem in all youth. A first step is for each educator to examine for himself or herself the issues, the benefits of actions that begin to change the school climate, and the consequences of nonaction. Each teacher can work in the classroom to create an inclusive, respectful, and safe environment. Student services staff, such as school nurses, social workers, and counselors, need to be aware to issues related to sexual orientation, and they need to work with individuals and groups to support all students. School administrators need to work for an accepting and safe school environment, and they need to work to ensure that the policies of the entire district promote acceptance and support. Ten appendixes provide more detailed information related to specific issues, a checklist for assessing homophobia and heterosexism in the school, a list of 32 resources for further information, and a list of organizations to contact for assistance. (SLD)

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Developing a School Support System for Gay, Lesbian and Bisexual Youth

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This booklet was produced through a grant to the Minnesota Department of Education AIDS/HIV/STD/UP Prevention Program from the US DHHS Centers for Disease Control and Prevention, Division of Adolescent and School Health, Comprehensive School Health Education to Prevent the Transmission of AIDS/HIV.

This resource is recommended for use in school settings by teachers, school boards, school administrators and student service personnel. This resource has been reviewed and approved by the Minnesota Department of Education Federal Review Panel for HIV prevention in the school settings.

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MAY 1994

ALONE NO MORE

Developing a School Support System for Gay, Lesbian and Bisexual Youth

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forward by Michael Kaplan, District 202, A Community Center for Gay and Lesbian Youth in Minneapolis
with assistance from Ruth Ellen Luehr, Minnesota Department of Education AIDS/HIV/STD/UP Prevention Program

"The public schools can and must take the lead in developing a climate where diversity is respected and protected."

Report of the Governor's Task Force on Lesbian and Gay Minnesotans, March 22, 1991

Minnesota Statute 363.12

It is the public policy of this state to secure for persons in this state, freedom from discrimination: in employment, housing, public accommodations, public services and education ... because of race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age.

Introduction

In the last decade, AIDS/HIV has presented many challenges and opportunities for school districts and communities. Among the challenges, schools have had to review how a they deal with a range of issues — from sexuality and drug abuse, to prejudice and discrimination, to chronic disease and death. This review has required a close look at the curriculum and instruction at all grade/age levels; it has required a review of services available to students and their families who have special needs, such as those known to be infected or affected by HIV and dealing with AIDS; and it has required a review of personnel policies - from employment to support for faculty and staff.

AIDS/HIV clearly raises a host of questions about sexuality - what we know about sexuality, what should be taught, what the students in our schools are experiencing in terms of sexual development, sexual attitudes and sexual behaviors. One of the most difficult issues - with its own host of questions - is about sexual orientation. Questions include what to deal with in public about this very private issue, what to deal with in the public schools, what would cause harm, and what would be of benefit to students, the school community including parents, and the community at large.

One realization schools and communities come to is that people on the full continuum of sexual orientation - homosexual, bisexual and heterosexual - are a part of the student body, the faculty and staff and the parent community.

AIDS/HIV also clearly raises issues about the role of schools in prevention programs - for all students. At

least in the early years of the AIDS/HIV epidemic, educators were well aware that people in the gay community were getting HIV infection at higher rates than the heterosexual community — although that is clearly a changing picture nationwide. Homosexual, bisexual and heterosexual youth and adults are all vulnerable to being infected and affected by HIV. With the understanding of how AIDS/HIV was affecting the adult gay community, educators were concerned about young people being vulnerable to HIV infection, too. The young people are especially vulnerable due to their sense of invincibility, to experimentation while trying to clarify sexual issues including sexual identity and sexual orientation, to their lack of knowledge and, if sexually active, to taking behavioral risks such as using alcohol while sexually active or not using condoms for protection during sexual intercourse. Schools have a responsibility to address HIV prevention with all students, including those most difficult to reach who may be at high risk for infection.

To provide effective HIV prevention programs, schools need to deal with sexuality issues, including sexual identity and sexual orientation. Therefore, is not a question of a whether, or even when to include issues related to homosexuality in school policy, instruction and student services. The question is how.

This **resource booklet** has a checklist of questions for school staff to consider at several levels — the individual educator level, the classroom, student services practice, the school and the school district level. Then there are key questions for laying the groundwork for support groups for gay, lesbian and bisexual students. Resources are in the appendices. The goal of this booklet is to challenge schools to examine the environment and then to assist schools in developing a sensitive, inclusive environment.

This is not a conclusive reference on the school's role in addressing the needs of gay, lesbian and bisexual students and their families, but a beginning checklist. Please see the reference lists and the resource agencies and services listed in the appendices.

LOGO: An inverted triangle is enclosed by a circle. The inverted triangle (often pink or lavender or black) is a symbol of identity and advocacy for gay, lesbian and bisexual people. The circle represents the connections among the community, the school and the families of gay, lesbian and bisexual youth.

Within the triangle are the levels within a school system where commitment is required if there is to be a supportive environment for gay, lesbian and bisexual youth. The commitment begins with ME, the individual educator who examines his/her own understanding of the experiences of gay, lesbian and bisexual youth. That commitment then progresses through several phases to the level of the policy makers in the school district, where policy is determined that respects and protects diversity, including the diversity in the sexual orientation continuum.

The circle that surrounds the school represents the community. The community also has a role in supporting the school's changing climate and in providing resources and services to gay, lesbian and bisexual youth and their families. The first segment of the surrounding community is the family and parent networks - parents of all children, especially parents of students who have identified themselves as gay, lesbian or bisexual; parent advocacy groups such as P-FLAG (Parents, Families and Friends of Lesbians and Gays); and the parent-teacher associations and their role in influencing district policy and programs and in educating parents. The second segment includes structured groups in the community such as civic groups, the religious or spiritual institutions and advocacy organizations such as GLCAC (the Gay and Lesbian Community Action Council). Members of these groups can be role models, provide support and education, provide legal or financial support to individuals and families and/or organize political pressure and/or support to the school, school district or on a larger scale. The third segment includes the political climate and media messages that affect the tone or environment of a

school and community. Their impact can be significant, although difficult to influence without the coordinated efforts of the full community circle.

The circle of respect and support needs to surround youth who are gay, lesbian or bisexual so they can experience their growing years, and launch into their adult lives, with a positive self image and with skills for self protection and developing meaningful relationships.

Accepting the Challenge

Forward

by Michael Kaplan

Challenge.

Erik Erickson wrote, "Someday, maybe, there will exist a well-informed, well-considered and yet fervent public conviction that the most deadly of all possible sins is the mutilation of a child's spirit." Although this is a reasonable goal for our society, this standard is not yet a reality for gay, lesbian and bisexual youth. Studies in the fields of education and social science repeatedly report higher rates of suicide, homelessness, drug abuse and school absenteeism for gay, lesbian and bisexual youth in comparison to their heterosexual peers. These critical problems are consistently linked to the lack of support and social acceptance such youth face. The community and school are settings of potential discrimination, violence and oppression. They can, however, be evironments that provide support and foster positive self esteem and positive identity development.

Need.

Gay and lesbian individuals were noted to be "the most often victimized groups in the nation" according to a report commissioned by the U.S. Department of Justice on bias crimes. Other task forces and foundations also report that gay and lesbian individuals routinely experience being the target of verbal abuse, physical threats and physical violence (D'Augelli, 1989). Being an 'out' gay, lesbian or bisexual individual often brings consequences of social harassment and danger.

"When I was in high school if only I would have had someone to talk to, or books in the library, or even a number to call so I would have known I wasn't alone, then I wouldn't have been alcoholic, or chemically dependent, or pregnant, or a prostitute, or suicidal."

Governor's Task Force, 1991

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Pervasive and societally condoned prejudice affects not only adults, but gay, lesbian and bisexual youth, as well. If they openly acknowledge this aspect of their sexuality, the youth face the dilemma of either dealing with rejection, social isolation and harassment. Or, if they do not openly acknowledge their sexual identity, they cope with the pressures and stresses of keeping this part of their personal identity a secret, of hiding and of conforming to heterosexual norms. Gay, lesbian and bisexual youth can be the epitome of high risk youth. They frequently have critical problems such as homelessness and alcohol abuse as noted above. More specifically, they "are two to three times more likely to attempt suicide than other young people. They may comprise up to 30 percent of completed youth suicides annually" (Gibson, US DHHS, 1989, p. 3-310). The need for social support for and among gay, lesbian and bisexual youth is overwhelming.

The school environment often becomes "a source of stress for the homosexual youth" (Hunter et al., 1987, p. 183). While no one system carries the blame for the discounting, oppression and discrimination faced by gay, lesbian and bisexual youth, many systems - including schools - must assume the responsibility to change, to create environments that foster a positive self-esteem in these youth. One teacher writes, "as professional educators, regardless of our moral or political convictions, we are duty bound to protect and promote the human and civil rights of all people within the classroom" (Sears, 1985, p. 93). Because schools serve the function of preparing youth for participation in society, a necessary goal is to foster positive self-esteem for <u>all</u> individuals. This means ensuring that gay, lesbian and bisexual youth get respect and support from the school and from each other.

One developmental task of adolescence is to develop, clarify and accept their identity - including sexual identity. Students do think about and talk about sexuality. Most students have questions about sexuality and their sexual identity, some question their sexual orientation, and some come out as gay, lesbian and bisexual. Since

school is a major part of adolescents' lives, the school needs to be attuned to the needs of gay, lesbian and bisexual youth so they can, like their heterosexual counterparts, be assisted in this crucial developmental task of clarifying sexual identity.

Action.

To summarize, the actions needed are:

- ▼ Reduce the outright violence against gay, lesbian and bisexual individuals who are members of the school community.
- ▼ Reduce the negative consequences of oppression including the sense of isolation and risk behaviors.
- ▼ Increase the self esteem and a sense of belonging of students.
- ▼ Assist students to clarify, in positive ways, their self identity.

To be positive and inclusive of gay, lesbian and bisexual students, schools can act on a number of fronts:

- ▼ Examining and changing the school climate, classroom mileau and the tone of and access to school's student services.
- ▼ Having at least one person, preferrably a core team, willing to be advocates for lesbian, gay and bisexual youth.
- ▼ Ongoing classroom presentations about sexual diversity.
- ▼ Clear school district policies that respect and protect lesbian, gay and bisexual students and staff members.
- ▼ Development of a structured school-based peer group - a place there the youth can discuss issues, ask questions and a place where they can be themselves (Williams et al., 1992).

Citations

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Setting the Climate

ME

The advocate, nurturer, the person willing to work with gay, lesbian and bisexual youth within the school system.

The first stage in developing a supportive school community is for each educator to examine for him/herself the issues, the benefits of actions that begin to change the school climate, and the consequences of nonaction. This first list of reflection and action items, for ME - the individual educator, is the longest. Not all items need to be accomplished before moving to the next level of commitment (classroom and student services staff), but this section can be a checkpoint to come back to as progress is made toward support for gay, lesbian and bisexual youth. Remember that each individual pursues his/her own road of awareness, understanding, acceptance and appreciation of all types of diversity, including the diversity in the sexual orientation continuum that includes homosexuality, bisexuality and heterosexuality. The most powerful lessons come from the gay, lesbian, bisexual young people themselves - if the environment is safe and respectful enough for them to share their thoughts, experiences and needs.

Here are steps for individuals to take:

Develop awareness.

- ▼ Learn the basics about sexuality, including sexual identity and the sexual orientation continuum.
- ▼ Stay current with information about the development of sexual identity.

"It takes courage to take risks, but each small step is important in our own progress. It is vital to celebrate our growth."

Kay Williams, School Nurse, June, 1992

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- Understand issues that may be unique to gay, lesbian and bisexual youth - fear of discovery, rejection and social isolation; pressures to conform to heterosexuality; potential harassment and violence; potential rejection by family and friends; risk of HIV/STDs infections; alcohol and other drug abuse; depression and suicide.
- Explore your own assumptions about the sexual orientation continuum.
- Recognize the sources of some of your thoughts and beliefs - "where you've come from":
  - Recall lessons from your up-bringing - the positive and negative messages from parents and other family members, religious or spiritual training, from the community, and from one's own personal experiences.
  - Recall information provided (or omitted) in your professional education.
- Examine beliefs about sexual violence/abuse (especially between an adult perpetrator and a child/youth victim of the same gender) and how this affects your understanding of sexual orientation; seek accurate information about sexual identity development.
- Begin to recognize and observe heterosexism and homophobia in oneself and others. Note any similarities between heterosexism and sexism or perhaps between heterosexism and racism. (See appendix A.)
- Be aware of and begin to use accurate terminology regarding sexual identity and sexual orientation. (See appendix B.)

Take risks - one small step at a time.

- Look for a support network of advocates in the community; develop your own in your school - one person at a time.
- Have confidence in your decision to begin to understand the experiences of gay, lesbian and bisexual youth.
- Be alert. Because of your advocacy, questions may be raised about your sexuality and sexual identity. Prepare a response that would be informative, not defensive.

- ▼ Strive to make shifts in attitudes. Note times when you are less judgmental, more inclusive in your observations or responses. Share your shifts with your support network. Ask for feedback from your support network if there are times you "show old biases".
- ▼ Examine your own use of language and gestures - slang words, jokes or gestures that perpetuate rather that diminish stereotypes, language that excludes rather than includes same-gender relationships.
- ▼ Use non-judgmental language about the make-up of families. Not only are there gay, lesbian and bisexual students and staff, but there are students and staff who come from families with lesbian mothers or gay fathers, gay, lesbian or bisexual siblings or other constellations of family members.
- ▼ Collect pamphlets or other resources and have them available for staff, students and parents. Watch how often and how many are used by students.
- ▼ Collect information on community resources — sexual orientation-sensitive counseling resources, speakers, national and state hot lines, etc.
- ▼ Reflect on your progress and growth. Celebrate.

Advocate.

- ▼ Wear a button that promotes awareness of sexual orientation issues and heterosexism.
- ▼ Put up awareness posters - first inside the closet in your office or classroom, then outside the closet door, then on the bulletin board. One step at a time.
- ▼ Stop heterosexist jokes or remarks. Say, "No name-calling. It hurts people's feelings. I will not have it in my classroom. Period." or "No put-downs or biases will be tolerated."
- ▼ Challenge heterosexist assumptions.
- ▼ Speak up in defense of and in support of students and staff who are gay, lesbian or bisexual.
- ▼ Remark about issues such as discounting, discrimination and inclusion regularly and consistently.
- ▼ List the inaccurate hypotheses used to challenge the legitimacy of acknowledging gay, lesbian or bisexual youth or planning services to meet their unique needs.

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"If we continue to presume that everyone is straight, we will not become aware of our heterosexist attitude. Wearing a "HOW DARE YOU PRESUME I AM STRAIGHT" button, I began my personal and professional coming out in support and affection for gay, lesbian and bisexual people. After two decades, this has brought me to a place of activism and advocacy."

Sharon Bishop, School Nurse, June, 1992

A couple of false hypotheses to prepare for are people choose to be homosexual and can decide to change and adult homosexuals recruit youth to be gay. Plan a response to each false hypothesis. Use the challenge as a opportunity to educate.

- Educate co-workers on a one-to-one, informal basis.
- Discuss issues about sexual orientation and heterosexism with your family members and friends.
- Anticipate that students or their family members or staff may seek your support because of your advocacy. Sometimes people will come to you who have never discussed sexual orientation before. (See appendix F.)
- Meet with school administrators and staff who volunteer to assist in planning education for the faculty and staff, community advisory councils and parent advisory councils.
- Pause to recognize the assertiveness and courage that your advocacy requires. Compare it to the courage required of gay, lesbian and bisexual youth and adults.
- Be patient with others because each person progresses at his/her own pace of understanding the issues. Youth who are gay, lesbian or bisexual are the most effective educators - their life stories have the greatest likelihood of impacting adults' attitudes.
- Write letters for professional and public newspapers.
- Be alert to opportunities for input on public policy issues in the town/city government, regional meetings or at the state and national level.
- Talk to policy makers; write letters; accept invitations to make public testimony.
- Start a community or school support group.
- Celebrate your progress and growth at each step.

CLASSROOMS

The place where facts, ideas, theories, attitudes, stereotypes are clarified, presented, explored and integrated.

Each teacher can create an inclusive, respectful and safe environment for him/herself and the students. It is the daily encounters with students that offer an opportunity to remind students that the whole world is not homogeneous - there is diversity in culture, race/ethnicity, gender, sexual orientation and others. Positive and negative messages can be taught by what is said and what is left unsaid, and some of the most meaningful lessons are are taught by how a teacher acts or responds to questions or situations, by the role model he/she presents, regarding inclusion of diversity.

Here are some actions the classroom teachers can take:

Begin by reviewing the individual response - the ME section.

Inclusive environment.

- Assess what messages are present in the classroom environment - pictures, words, images, sayings. Are they inclusive of same-gender relationships, or a range of family constellations?
- Display posters (such as *Unfortunately History Has Set the Record a Little Too Straight* and *What can you do? Your best friend has just told you, "I'm gay."* (See appendix C.)

"If there are gay and lesbian people in the world, there are gay and lesbian people in the schools. I think we are living in an age where people understand that we have to be concerned about all of us, not just some of us."

Dr. A. Lewis, Principal, South High School, Minneapolis, MN GAZE, 12/22/96

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Discussion.

- ▼ Be aware of your own and students' personal values and attitudes and how they are portrayed.
- ▼ Recall that a lot is said by what is not said - ex. if stereotypes are not corrected, if the topic of homosexuality is not discussed.
- ▼ Use inclusive language.
- ▼ Treat homophobic remarks or jokes as you would racist and sexist remarks.
  (See appendix D.)

Curriculum.

- ▼ Outline the essential concepts to be included across subject areas such as sexual identity development, family constellations, discrimination/civil rights.
- ▼ Determine the learner goals to be addressed across all subject areas.
- ▼ List topics in all subject areas in the current curriculum where concepts need to be modified so they are inclusive of the issues pertaining to gay, lesbian and bisexual youth; for example, dating relationships, family members, advocacy hotlines.
- ▼ Determine which subject areas should integrate essential concepts and specific accurate information about sexual orientation - health education, personal and family life sciences, social studies/civics.
- ▼ Develop the curriculum by determining the content to be taught, grade/age for inclusion, materials for introduction and reinforcement of content, methodologies, etc.
- ▼ Determine opportunities in all subject areas to contradict negative messages and integrate the contributions of gay, lesbian and bisexual individuals, such as in English literature, science, art, music, social studies, etc. (See appendix E.)

Instruction.

- ▼ Use accurate language and information in instruction; modify materials as needed. ex: Use "sexual orientation" rather than "sexual preference" as the latter connotes being gay, lesbian or bisexual is "preferred" or is a choice; it is not. When developmentally

appropriate, and in the correct context (such as in sexual health and responsibility content that includes dealing with HIV/STDs transmission) accurately discuss sexual behaviors: sexual activity/intercourse includes vaginal and anal intercourse and oral sex: anal sex and oral sex are practiced by both opposite gender and same gender couples; all are at risk for HIV/STD infection.

- *Sexual orientation* - whether a person is homosexual, bisexual or heterosexual - is not a choice. But all individuals have choices in terms of *sexual behavior.* Regarding sexual relationships and intercourse, some choices are: abstinence for the present, celibacy (abstinence for a lifetime), choosing sexual behavior other than intercourse, monogomy (one partner for a lifetime), sexual intercourse with protection, and there are others. Also, all individuals have the same pressures - dealing with relationships, sexual negotiating, alcohol and its influence on decision making and other behaviors.
- Be clear that learning information about sexual orientation in the classroom - specifically homosexuality - is not recruitment or permission for experimentation. Sexual orientation is not a choice, it is a way of being.
- Avoid judgmental terms; for example, labeling some things as "normal" and, therefore, inferring or labeling other behaviors as "abnormal"; referring to "those" people, etc. Terms that include or exclude individuals are very subtle, but can create barriers.
- Use inclusive language. Talk about friendships or partners, not exclusively boyfriend/girlfriend inferring only heterosexual relationships.
- Include inclusive concepts in assignments and booklists.
- Point out and contradict negative images in all subject areas including English, social studies, music, art, etc.
- Integrate gay, lesbian or bisexual authors and contributions by gay, lesbian or bisexual individuals.
- Encourage positive learning opportunities about homosexuality.

STUDENT SERVICES

The place where individuals seek information, problem solving and support and where they expect nonjudgmental, insightful and confidential help.

Student service staff - school nurses, school social workers, counselors and chemical awareness staff and school psychologists - need to be keenly aware of, and ask about issues relating to sexual orientation, just as they would other factors that are potential "secrets" when working with individual students, in support groups, or when working with families.

Actions for student service staff to consider include:

Begin by reviewing the individual response - the ME section.

Note ways to create an inclusive environment in the classroom section.

Increase awareness.

- Be aware of the problems that may exist for gay, lesbian or bisexual youth such as increased risk for depression and suicide, substance abuse, dropping out of school.
- Recognize health concerns related to risk-taking behaviors such as sexual intercourse and potential

"Educators are concerned about many issues which put youth "at risk" for drug use, depression, suicide, AIDS. Sexual identity issues can be the missing piece in understanding the puzzle of the confusing youth."

Youth and AIDS Projects, University of Minnesota

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consequences (HIV infection, Hepatitis B or other STDs), alcohol use and abuse, etc.

- ▼ Know community resources. Be certain the list of agencies and contact people in the agencies is current.
- ▼ Be knowledgeable about print resources - articles, texts, pamphlets.
- ▼ Understand that different communities, cultures and racial/ethnic groups differ in their views of sexuality including sexual orientation.

Use appropriate language

- ▼ Use non-heterosexist language.
- ▼ Use inclusive language when discussing relationships.
- ▼ Reflect the student's own vocabulary; for example, if the student uses the terms "homosexual" or "gay", then follow his/her lead and use the same term.

Use non-judgmental counseling techniques.

(See appendix G.)

- ▼ Assess your own skills in interviewing students about sexual identity issues; learn and rehearse interviewing skills with your support network; ask for feedback from students about their sense of your comfort level and effectiveness.
- ▼ When appropriate, explore ideas with a student, recognizing that he/she may not understand his/her own feelings or have the right words for questions or concerns he/she has.
- ▼ Be alert to, and skillfully raise, critical issues such as depression/suicide, chemical use/abuse, alienation that may lead to dropping out of school.
- ▼ Be aware that students need time to build trust, and may test the student service staff's knowledge and sensitivity before seeking help.
- ▼ Guarantee confidentiality.
- ▼ Serve as a resource to refer students to agencies or individuals for more information or for counseling and support.
- ▼ Appreciate that gay, lesbian and bisexual students may be grieving the loss of "traditional" life as society currently defines it.
- ▼ Appreciate the unique perspective, experiences and resilience of the youth as they develop and understand their self-identity.

SCHOOL

The arena where awareness is manifested, policy is acted on, and instruction and student services are provided to students who know whether they are rejected or they are supported, respected and celebrated by the school community.

The school plays a critical role in shaping the attitudes of students and educators, and providing a safe environment for learning, acceptance and respect. In a key position is the school principal and his/her administrative team.

Here are some actions for key school administrators to consider:

Begin by reviewing the individual response - the ME section.

Note the roles suggested for the classroom teacher and student service staff.

Set the tone for the school through clear, strong, consistent administrative support.

- ▼ Assess the school climate. (See appendix G.)
- ▼ Set and consistently enforce clear rules of behavior that respect and protect diversity among students and staff.

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- ▼ Recognize staff who are aware, sensitive, supportive and willing to develop a support system for gay, lesbian and bisexual students.
- ▼ Support the advocacy roles that classroom teachers and student service staff have assumed. Take a stand and do not waffle.
- ▼ Be prepared to respond to criticism.
- ▼ Advocate for other schools to develop inclusive and supportive environments for gay, lesbian and bisexual youth.

Provide learning opportunities for staff and students.

- ▼ Provide inservices on topics such as sexual identity development including sexual orientation, heterosexism, homophobia and discrimination.
- ▼ Include fictional and nonfictional resources in the school library, also pamphlets listing community resources for gay, lesbian and bisexual students (See appendices H & J.)
- ▼ Invite positive gay or lesbian role models to school for presentations to faculty and/or students.
- ▼ Support opportunities to include sexual orientation as a topic when studying other oppression or discrimination as in other -isms, such as racism, sexism, classism, heterosexism.
- ▼ Support opportunities to celebrate the uniqueness of homosexuality when having celebrations of diverse and unique cultural/ethnicity groups.
- ▼ Offer opportunities for debate on the issues regarding sexual orientation and demonstrate how to have differences of opinion on a subject without disdain or oppression but with respect and integrity.

Support students having access to services.

- ▼ Provide confidential student services for youth who are having personal identity issues and need access to support in the school or referral to community resource information and appropriate services.
- ▼ Recognize that youth may be dealing with issues regarding family members who are gay, lesbian or bisexual and need access to student services.

▼ Assess the feasibility of developing support groups for gay, lesbian and bisexual youth in the school, or in the community with the school's support.

"We need an action plan for helping gay students. We need a way of providing accurate information, increasing staff awareness, providing further information on AIDS education and forming support groups for gay and lesbian students and their parents."

Dr. A. Lewis, Principal, South High School, Minneapolis, MN GAZE, 12/22/90

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SCHOOL DISTRICT

The place where leadership through policy is developed and sustained, where awareness is generated and where diversity among students, staff and families is protected.

A school district can encourage or inhibit the development of a safe and positive environment for all people within its boundaries. The development of policies that protect all minority groups is the basis of all education.

Some actions school district administrators and school board members may consider are:

Begin by reviewing the individual response - the ME section.

Note the roles suggested for the classroom teacher, student service staff and leadership in schools.

Determine a school district policy.
(See appendix I.)

- ▼ Support diversity in a safe school environment.
- ▼ Examine state and national laws for implications for policy - such as the Human Rights Act and requirements for dealing with harassment and violence.
- ▼ Include strong and clear disciplinary action for those who victimize gay, lesbian and bisexual students and staff.

"The schoo
district support
the diversity of
its students, staf
and parents . . .
including gays
and lesbians."

Policy, St. Paul Public Schools

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"Teachers who were gay or lesbian said that they were absolutely closeted for fear of losing their jobs. These teachers or counselors would never talk to gay or lesbian students because they feared being accused of 'recruiting.' So great was the fear of being fired that some teachers felt compelled to live in a town or even a state different from where they taught."

Governor's Task Force, 1991

- Encourage staff to become advocates for all students including lesbian, gay and bisexual students.

Examine employment/hiring policy and practices.

- Reflect acceptance of gay, lesbian and bisexual staff to serve as role models and resource people for gay youth.
- Advocate for gay, lesbian and bisexual staff

Support faculty who assume advocacy roles in the school and community.

Community action.

- Provide opportunities for education of parents and community leaders.
- Offer opportunities for debate of the issues regarding sexual orientation and demonstrate to students and to the community how to have differences of opinion on a subject without disdain or oppression but with respect and integrity.
- Help educate the city, regional and state policy makers.
- Advocate for other school districts to develop inclusive and supportive environments for gay, lesbian and bisexual youth, staff and their families.

Structuring Groups in Schools—

For Support and Peer Interaction

Each school setting is unique. The level of awareness of the community and the knowledge and experiences of school leaders and staff and of students dictate what is needed in a given school to develop the environment in which a support group for gay, lesbian, bisexual students can emerge. The previous Setting the Climate section provides a checklist so school staff can select the necessary components for development of a sensitive school climate ready for a support group.

A support group shows that the school climate is one where diversity is respected and protected. Support groups say to all students and staff that gay, lesbian and bisexual students and staff are present and are valued by the school system. It increases the awareness and visibility of gay, lesbian and bisexual individuals and assures that their issues will be addressed.

Through support groups, students can gain both factual information and also critical skills such as communication, assertiveness and decision-making. It is an opportunity to develop knowledge of and peer acceptance for a range of healthy sexual attitudes and responsible, protective sexual behaviors. The structured groups offer a supportive environment in which to express fear, anxiety and personal safety concerns. The support groups are a nurturing place where gay, lesbian and bisexual students can view themselves and each other with genuine affection and delight.

"I'd like to have a support group for gay and lesbian kids. I want to meet other kids like me."

I'm, 14-year old lesbian

"When I finally came out to myself and found this group, I felt like the whole universe was singing with me."

Andrew, 15-year-old group member.

Schools have many types of support groups — for students in ethnic/racial groups, students with chemical health problems, students with chronic health problems and pregnancy and parenting groups. These groups are led by school personnel and are designed for education, support, friendship and skill building. These groups serve as models for the development of support groups for student who are gay, lesbian and bisexual.

There are a number of questions that should be answered before a support group for gay, lesbian and bisexual students is initiated. Here are a few with a checklist of issues following each:

What groundwork needs to be laid in your school?

- ▼ School district policy that supports working with gay, lesbian, bisexual students
- ▼ In-service for administrators and school board members
- ▼ Inservice for staff
- ▼ Administrative commitment to providing services to all students, especially those at risk (drop-out, suicide, HIV infection, runaways)
- ▼ Staff identified who can form a support network and act in an advisory and support capacity
- ▼ School resources identified such as materials in school library or pamphlets in the health office, etc.
- ▼ The school community informed about plans for support-group — parents, PTA, school newsletter, school announcements, school staff

How will you approach parents, school administrators, teachers, student services staff and support staff?

- ▼ Use a prevention model. The purpose of the group is to give support for students who are at risk for suicide, depression, isolation, homelessness, etc.
- ▼ Explain the need for students in any unique group to have support
- ▼ Be clear about goals and purposes of the group
- ▼ Ask for their advice, support and resources

If you have a support group, how will you protect the anonymity of students?

- ▼ Provide a safe and confidential place to meet.
- ▼ Students can find out about the group by contacting the facilitator or other school staff rather than a public posting of the time and place of the group meetings.
- ▼ The facilitator meets with all potential group members to discuss the confidential nature of the group, the meeting time and location.

Who will lead the group? Co-facilitators are recommended.

- ▼ Is gender balance needed?
- ▼ At least one facilitator should be a school staff member because school staff know the students and the school climate, and any accusations of recruitment of students from outsiders can be immediately refuted. Also, issues and problems raised in the group regarding school climate or individual needs can be dealt with immediately.

Are role models and resources for support group members available?

- ▼ The criteria for facilitators is not the sexual orientation of the facilitators, but rather their sensitivity, flexibility and ability to lead support groups.
- ▼ Facilitators need to know how to access the gay, lesbian and bisexual community for individual and group support, education and advocacy.
- ▼ Facilitators should prepare to respond to questions that may be raised about their own sexuality or sexual orientation by students or by adults outside the group.

How will you publicize the group and other services to gay, lesbian and bisexual students?

- ▼ Posters, public announcement systems, bulletin announcements
- ▼ Newsletter, articles in school newspapers
- ▼ Word of mouth

Who will be invited to participate? Decide the scope of the group.

- ▼ Gay, lesbian, bisexual students only
- ▼ Students with sexual identity questions/or role confusion
- ▼ Students with gay, lesbian or bisexual family members
- ▼ Friends
- ▼ Students from your school only, or students from the community

What resources are available within your community?

- ▼ Guest speakers — experts and role models
- ▼ Libraries and cultural resources such as plays
- ▼ Health services for regular health care — ex. gay/lesbian/bisexual sensitive, anonymous/confidential HIV testing
- ▼ Gay/lesbian/bisexual sensitive counseling centers for needs beyond the purpose of group — ex. depression, suicide, rejection from the family
- ▼ Parent groups such as P-FLAG (Parents, Families and and Friends of Lesbians and Gays)

What is the purpose or goal of the group?

- ▼ Define the purpose of group: ex. support, information, developing friendships. School support groups are not therapy groups.
- ▼ Develop goals of the group with students.
- ▼ Clarify what the group will not do.

What content should be discussed?

- ▼ Content is decided upon by the group members. Some topics include safety, family acceptance, coming out, risk factors, role models, health issues - HIV/STD, dating, partners, religious/spiritual and political issues.

How should the group operate?

- ▼ Check-in time for students at each group session.
- ▼ Content/or topic to be discussed.

- Develop group rules to ensure confidentiality and respect for all members.
- Problem-solving among the group on situations or scenarios.
- Encourage frequent feedback.
- Closure and directions for the future.

What are the expectations for the students?

- Become well-adjusted students.
- Become developmentally secure individuals.
- Remain in school and graduate.
- Become productive individuals.
- Develop healthy lifestyles.
- Reduce risk-taking behavior.
- Be aware of school and community resources.
- Have successful role models.

CONCLUSION

The ultimate goal is to develop a school climate where diversity is protected and respected, and where individuals are celebrated for who they are. The hope is that the preceding information provides schools with beginning tools that can help make that happen.

"Group helps me understand who I am and lets me make friends that are like me."

Nick, 18-year-old group member

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Appendix A.

Attitudes Towards Differences:

The Riddle Scale

In the classic sense, homophobia is defined as intense, irrational fears of same gender/sex relationships that become overwhelming to the person. In common usage, the term homophobia means the fear of intimate relationships of persons of the same gender. Below are listed four homophobic responses and four positive levels of attitudes.

REPULSION People who are different are strange, sick, crazy and aversive. Anything which will change them to be more normal or a part of the mainstream is justifiable. Homosexuality is seen as a "crime against nature".

PITY People who are different are somehow born that way and that is pitiful. Being different is definitely immature and less preferred. To help those poor individuals, one should reinforce normal behaviors. Heterosexual chauvinism.

TOLERANCE Being different is just a phase of development that people go through and most people "grow out of." Thus they should be protected and tolerated as one does a child who is still learning. Gays and lesbians should not be given positions of authority because they are still working through adolescent behaviors.

ACCEPTANCE	Implies that one needs to make accommodations for another's differences and does not acknowledge that another's identity may be of the same value as their own. Denies some of the social and legal realities; ignores the pain of invisibility and the stress of "closet behavior."
SUPPORT	Works to safeguard the rights of those who are different. Such people may be uncomfortable themselves, but they are aware of the climate and the irrational unfairness in our society.
ADMIRATION	Acknowledges that being different in our society takes strength. Such people are willing to truly look at themselves and work on their own personal biases.
APPRECIATION	Values the diversity of people and is willing to confront insensitive attitudes in themselves and others.
NURTURANCE	Assumes the differences in people are indispensable in society. They view differences with genuine affection and delight and are willing to be advocates of those differences.

Adapted from The Scale of Homophobia by Dorothy Riddle, PhD (Psychologist from Tucson, AZ) by J. A. Hower (Michigan State University), M. Bankins (University of California at Santa Barbara), and S. Crahen (California at Fresno). ACPA/NASPA Celebration, Chicago 1987.

Appendix B.

Definitions

UNDERSTANDING PHOBIAS and -ISMS

HETEROSEXISM: The societal assumption and norm that the practices of heterosexuality are the only accepted and sanctioned expressions of human sexuality. Heterosexism presumes that everyone is or should be heterosexual. Heterosexism has become institutionalized in a way that sanctions discrimination and the denial of basic human rights for gay, lesbian and bisexual people.

HOMOPHOBIA: The irrational fear of sexual orientation other than heterosexuality. Homophobia is expressed as negative feelings, attitudes, actions or behaviors against lesbians, gay men, bisexuals, and transgender people. It includes the fear of: 1) lesbians and gay men; 2) being perceived as lesbian or gay; 3) one's own feelings of affection for the same gender.

Homophobia has three components: 1) xenophobia - fear of differences; 2) erotophobia - cultural anxiety about sexuality, particularly fear of same gender sensual/sexual feelings and behaviors; 3) sexism - fear of sex/gender role violation.

INTERNALIZED HOMOPHOBIA: The belief by gay/lesbian/bisexual people that same-gender sexuality is inferior to heterosexuality. Internalizing this belief can lead to self-hate and difficulty with self-acceptance. Often gay/lesbian/bisexual people accept society's stigma attached to same-gender sexual orientation without realizing that their belief is a result of oppression.

BIPHOBIA: The fear, hatred or distrust of people who are attracted to and form romantic or sexual relationships with partners of either gender. It includes ignoring the existence of bisexuals by believing everyone is either gay/ lesbian or straight and it also includes the fear of being labeled a bisexual by others.

SEXUAL ORIENTATION CONTINUUM

HOMOSEXUAL: A man or woman whose primary erotic, psychological, emotional, and social interest is in a member of the same gender. She/he affiliates with members of the same gender on many levels: sexually, emotionally, intellectually, and physically. Otherwise known as gay (for males) or lesbian (for females).

GAY MAN: A man whose primary erotic, psychological, emotional, and social interest is in other men. A gay man is someone who affiliates with men on many levels: sexually, emotionally, intellectually, and physically—and who identifies himself as gay.

LESBIAN: A woman whose primary erotic, psychological, emotional, and social interest is in a member of her own gender. She is a woman who affiliates with other women on many levels: sexually, emotionally, intellectually, and physically — and who identifies herself as a lesbian.

BISEXUAL: A man or woman whose primary erotic, psychological, emotional, and social interest is in a member of either gender. They affiliate with either other women or men on many levels: sexually, emotionally, intellectually, and physically — and who identifies him/herself as bisexual.

HETEROSEXUAL: A man or woman whose primary erotic, psychological, emotional, and social interest is in a member of the opposite gender. She/he affiliates with members of the opposite gender on many levels: sexually, emotionally, intellectually, and physically — and who identifies as being heterosexual. Otherwise known as "straight."

SEXUAL IDENTITY DEVELOPMENT

SEXUAL IDENTITY: The composite of factors that determine knowing and expressing oneself as a sexual being.

Sexual identity is determined by the following:

GENETICS/CHROMOSOMES: The core of the genetic makeup on the cellular level that determines gender - being male or female.

SEXUAL ANATOMY: The physical characteristics including sex organs and morphological manifestations stimulated by hormones that determine gender — being male or female.

GENDER IDENTITY: The inner sense that one is a man or a woman.

GENDER ROLE: What a person communicates to others to indicate gender. This includes physical attributes, adornment, grooming and social interactions. Gender role is learned and believed to be internalized from role models in the culture beginning during infancy. Sometimes described as the attributes of being masculine or feminine.

SEXUAL ORIENTATION: A persistent pattern of sexual arousal toward men, women or both. The sexual orientation continuum includes homosexuality, bisexuality, transgender and heterosexuality.

SEXUAL BEHAVIOR: Behavior leading to a heightened sense of physical sexual arousal. The element of sexual identity that is a choice.

Adapted from several sources:

J. Duca, *Needs Assessment of the Bisexual Community in the Twin Cities*, Gay and Lesbian Community Action Council, Minneapolis, MN, 1991.

J. Guth and P. Elliot, eds., *Confronting Homophobia, Lesbian Advocacy Committee, Minnesota Coalition for Battered Women.*

G. Remafedi, lecture, University of Minnesota School of Public Health, 1990.

What can you do? Your best friend has just told you, "I'm gay."

STOP TELLING QUEER JOKES.

- Because they're based on lies and you may be hurting someone you care about.
- Put downs say more about you, and mean you don't understand.

FIND AN UNDERSTANDING ADULT.

- Because realizing you're gay can be confusing and lonely - we all need support.
- Remember, not everyone will be helpful.... choose carefully.

DON'T GO AWAY.

- Because your friend is in need of someone to lean on.
- Trusting you is a sign of friendship.

DID YOU KNOW THAT...

- 1 in 10 people will be discovering that they are gay or lesbian.
- People seldom expect to make such a discovery. When they do, they are often surprised and sometimes uncomfortable with the feelings. They may also fear being ridiculed or hurt.
- Fear makes people want to hide. Hiding is a heavy burden. Trusting you is the first step in relieving that burden.
- If you are gay/lesbian or have a friend who is, it's not the end of the world. Countless others have made this same discovery and are leading meaningful, happy lives.
- Most of us don't know much about what it means to be gay or lesbian. In fact both you and your friend may have many of the same questions. Helping find accurate information is one way of being a friend.
- We all have the same need for love and friendship. It's not who you love that is so important. It's that you love and are a friend.

IF YOU WANT MORE INFORMATION

For accurate information, a safe, confidential place to call is:
Gay and Lesbian Community Action Council
HELPLINE 822-8661

or after hours call YES at 379-6363
or contact someone here at:

For support and special services contact:
The Youth and AIDS Project (YAP)
University of Minnesota
627-6820

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Posters

Poster printed with permission of the St. Paul Public Schools Consultation Group and the Wingspan Ministry of St. Paul Reformatin Lutheran Church.

"What can you do? Your best friend has just told you, 'I'm gay.'"

Available for $5 from :

Wingspan Ministry of St. Paul Reformation Lutheran Church
100 North Oxford Street
St. Paul, MN 55104

612/224-3371

Other poster titles include:

"Unfortunately, History Has Set The Record a Little Too Straight"
(ten historical figures who were gay/lesbian/bisexual)

Available for $6.95 each from:

Northern Sun Merchandising
2916 E. Lake Street
Minneapolis, MN 55406

1/800/258-8579; local 612/729-2001

Appendix D.

Name Calling in the Classroom

WE SHOULD DO SOMETHING ABOUT IT

Every day we hear names echo down the corridors of our schools and explode in our classrooms. Maybe we have personally experienced it, maybe not. But children experience it, we can certainly sense the pain and humiliation of the children and youth. Sometimes we can see their anger.

Insults take many forms; they all hurt. Racial, religious, ethnic and sexual slurs are particularly abusive because they reflect a history of oppression. This history adds power that may inflict damage when such slurs are used. Do children need to be reminded that they are members of a denigrated class?

Sometimes slurs are not even recognized as hurtful and could even be considered socially acceptable. But many young people use terms such as **nigger, spic, faggot, lezzie, queer** . . . because they know the effect — the hurtful nature. The use of slurs attacks another person's self-esteem. Using slurs teaches young people that hatred of a singled-out group is condoned by our society.

As educators, it falls on us to create a cooperative learning environment where students are safe to express themselves in all their diversity. It is also the responsibility of educators to teach children that diversity is something to be celebrated, not ridiculed.

WE CAN: ESTABLISH A CODE OF DISCIPLINE

Name-calling is based in poor self-esteem and wanting to use power to put others down. It has a spiral effect of further lowering self-esteem of both the name-caller and the student being labeled. This makes it difficult for

learning to take place. A system-wide Code of Discipline will assist in controlling name-calling. For example, unacceptable behavior can be defined as: willful obscene, abusive or profane language or gestures (including racial, religious, ethnic or sexual slurs). This definition is followed by specific consequences for infractions of the code. With system-wide support and commitment, a discipline code is very effective in eliminating name-calling not only in the classroom, but also in the hallways and playgrounds where it is more prevalent.

EXERCISE FOR SETTING CLASSROOM RULES

With or without a district-wide or school building policy, name calling can be controlled within the classroom using the following exercise:

1. Have students brainstorm names they have heard called.
2. List all suggestions on the board.
3. Discuss the following categories: racial, religious, ethnic and sexual bias.
   Then categorize the brainstormed names accordingly.
4. Describe how all name calling involves prejudice and is equally harmful.
5. Have students suggest rules and consequences for classroom behavior, such as
   - None of the listed names in the brainstorming is acceptable in the classroom.
   - No form of name calling will be tolerated.
   - Consequences for failure to adhere to this rule will be _____.
6. Affirm and reward positive interactions that begin to build a safe, inclusive, comfortable environment.

You can control behavior in your classroom if you react immediately and consistently to any violation of the rule. Then students understand and feel safe in the classroom.

(Virginia Uribe, Ph.D, Fairfax High School, Los Angeles Unified School District. Founder and director of Project 10, a dropout prevention program targeted at gay and lesbian teenagers.)
Adapted from *Name Calling*, Equity Institute, Inc., Box 458, Amherst, MA 01004 by R.E. Luehr, MDE, 5/93.

Appendix E.

Historical Figures

Sapho (Greek philosopher, poet)
Alexander the Great (Madeconian ruler)
Plato (Greek philosopher)
Julius Caesar (Roman emperor)
Hadrian (Roman emperor)
Richard the Lion-Hearted (English king)
Saladin (Sultan of Egypt, Syria)
Richard II (English king)
Leonardo da Vinci (Italian artist, inventor)
Desiderius Erasmus (Dutch monk, philosopher)
Michelangelo (Italian artist)
Montezuma II (Aztec ruler)
Francis Bacon (English statesman, author)
Christopher Marlow (English writer)
Peter the Great (Russian czar)
Frederick the Great (King of Prussia)
Madame de Stael (French writer)
Lord Byron (English poet)
Hans Christian Anderson (Danish author)
Margaret Fuller (US writer, educator)
Herman Melville (US author)
Walt Whitman (US author, poet)
Horatio Alger, Jr. (US author, founder of orphanages)
Peter Ilyich Tchaikovsky (Russian composer)
Oscar Wilde (Irish author)
Willa Cather (US author)
Amy Lowell (US author)
Gertrude Stein (US author, poet)
Alice B. Toklas (US author)
E. M. Forster (English author)
Virginia Woolf (English author)
John Maynard Keynes (English economist)
T. E. Lawrence (English soldier, author)
Jean Cecteau (French author, filmmaker)
Federico Garcia Lorca (Spanish poet, dramatist)
Bessie Smith (American singer)

Charles Laughton (English actor)
Cole Porter (US composer)
Noel Coward (English author, composer)
Tennessee Williams (US playwright)
Leonard Bernstein (US composer)
James Baldwin (American author)
Yukio Mishima (Japanese author)
Andy Warhol (US artist)

Source: Gay and Lesbian Alliance Against Défamation, Los Angeles, CA and Project 21, A National Lesbian/Gay/Bisexual Alliance for Curriculum Advocacy

Appendix F.

What Do I Do If A Student Tells Me He or She is Gay, Lesbian or Bisexual?

- Do not act surprised when someone "comes out" to you, telling you he/she thinks he/she may be gay, lesbian or bisexual. The person has tested you with a series of "trial balloons" over a period of time, and decided that you can be trusted and helpful. Don't let him or her down.

- Respect confidentiality. Gay, lesbian or bisexual teenagers who share their identify with you have established a sacred trust that must be respected.

- Deal with the feelings first. Most gay, lesbian and bisexual teenagers feel alone, afraid and guilty. You can help by listening, allowing them to unburden uncomfortable feelings and thoughts.

- Assess his or her understanding of homosexuality. Replace misinformation with accurate knowledge. Don't assume that gay/lesbian teens know a lot about human sexuality. We have all been exposed to the same myths and stereotypes, so it is very helpful to provide clarification.

- Anticipate some confusion. Many gay, lesbian and bisexual teenagers are sure of their sexual orientation by the time the enter high school. Others will be confused and unsure.

- Be supportive. Let gay, lesbian and bisexual teenagers know that they are "okay". Explain that many people have struggled with the issue of sexual orientation. Acknowledge that dealing with one's sexuality is difficult. Keep the door open for further conversations and assistance.

- Know when and where to seek help. Know the referral agencies and counselors in your area. Gay/lesbian hotlines can provide access to professional persons and agencies that are qualified to help.

- Examine your own biases. You need to remain a neutral source of information and support.

- Be informed. Most of us are products of a heterosexist/homophobic society that has been paralyzed by misinformation and fear. You cannot be free of it by just deciding to be free: read reliable resources and talk to qualified persons.

- Use non-judgmental, all-inclusive language in your discussion. Pay attention to verbal and non-verbal cues from students. Do not label or categorize.

Adapted from suggestions offered by members of PFLAG - (Parents, Families and Friends of Lesbians and Gays) by R.E. Luehr, MDE, 3/93

Appendix G.

Checklist for Assessing Workplace Homophobia/Hetrosexism

	Yes	No	Unsure
1. Sexual orientation is included in our anti-discrimination policy that relates to staff, students and families.	___	___	___
2. The personnel policy includes paid emergency leave for death or illness of significant others.	___	___	___
3. Gay/lesbian/bisexual issues and policy are covered in staff orientation and volunteer training.	___	___	___
4. We advertise our services and job openings in the gay/lesbian media.	___	___	___
5. Our forms do not ask staff or parents if they are "married, single, widowed, or divorced."	___	___	___
6. Forms for student/client completion take into account diversity of households, including homes with partners of the same gender.	___	___	___
7. Staff refer to "partners" rather than "husband, wife, spouse, or boyfriend, girlfriend" when speaking with clients/students.	___	___	___
8. Gay and lesbian individuals are listed in our brochure or statement of who we serve.	___	___	___
9. Our agency/school system has held inservices on gay/lesbian issues.	___	___	___
10. Homophobic or heterosexist comments are not tolerated among staff or students.	___	___	___

	Yes	No	Unsure
11. We have gay/lesbian material such as magazines and newspapers in our waiting room or school library.	___	___	___
12. When suicide, alcohol/drug abuse, or sexual risk behaviors are addressed in student serives, policy or the classroom, the potential connections to sexual orientation issues are included.	___	___	___
13. We have contacts and make referrals within the gay, lesbian and bisexual community.	___	___	___
14. If the organization makes financial or in-kind donations, some of them are to gay/lesbian/ bisexual causes and organizations.	___	___	___
15. Our agency advocates gay/lesbian/bisexual political causes and issues publicly as needed.	___	___	___
16. If I were a gay, lesbian or bisexual student, I would choose to be open about my sexual orientation at this school/agency.	___	___	___
17. There have been or are openly gay, lesbian or bisexual students in our school.	___	___	___
18. If I were a gay, lesbian or bisexual staff or parent, I would be open about it within this school or school system or agency.	___	___	___
19. There are or have been openly gay men, lesbian women and/or bisexual men and women on our staff.	___	___	___

Adapted from: The Gay and Lesbian Community Action Council, Minneapolis; Family Service of Greater St. Paul; and UofM Youth and AIDS Projects, 428 Oak Grove Street, Minneapolis, MN 55403

Appendix H.

Library Materials on Gay, Lesbian, Bisexual Issues

Each school district needs to select resources based an a predetermined set of criteria for inclusion in the curriculum or in the media center/library.

FOR ADOLESCENTS

Nonfiction

Alyson. S. *Young, Gay and Proud.* Boston: Alyson Publications, 1986.

Beam, Joseph, ed. *In the Life: A Black Gay Anthology.* Boston: Alyson Publications, 1986.

Duberman, M., Vicinus, M. and Chauncy, G. *Hidden From History: Reclaiming the Gay and Lesbian Past.* New York: Penguin, 1989.

Fricke, Aaron. *Reflections of a Rock Lobster: A Story about Growing Up Gay.* Boston: Alyson Publications, 1981.

Heron, Ann, ed. *One Teenager in Ten: Writings by Gay and Lesbian Youth.* Boston: Alyson Publications, 1983.

Rench, J. E. *Understanding Sexual Identity: A Book for Gay Teens and Their Friends.* Minneapolis: Lerner, 1990.

Scanzoni, L. and Mollenkott, V.R. *Is the Homosexual My Neighbor?* San Francisco: Harper and Row, 1980.

Fiction

Brown, R.M. *Rubyfruit Jungle.* New York: Bantam, 1973.

Cunningham M.A. *A Home at The End of The World.* New York: Farrar, Straus, Giroux, 1990.

Reid, J. *The Best Little Boy in The World.* New York: Random House, 1976.

Scoppettone, S. *Happy Endings Are All Alike.* Boston: Alyson, 1978.

Scoppettone, S. *Trying Hard to Hear You.* Boston: Alyson, 1974.

Snyder, A. *The Truth About Alex.* New York: Signet, 1981.

FOR CHILDREN

Bosche, Susanne. *Jenny Lives with Eric and Martin.* Boston: Alyson Publications, 1983. (Grades K - 6)

DePaola, Tomi. *Oliver Button is a Sissy.* Harcourt, Brace Jovanovich, 1979. (Grades K-4)

Heron, Ann and Meredith Maran. *How Would You Feel If Your Dad Was Gay?* Boston: Alyson Publications, 1991. (Grades 3 - 6)

Jordan, Mary Kate. *Losing Uncle Tim.* (related to AIDS) Morton Grove,IL, 1-800-255-7675, 1989. (Grades K - 4)

Newman, Leslea. *Gloria Goes to Gay Pride.* Boston: Alyson Publications, 1991. (Grades K - 4)

Newman, Leslea and Diana Souza. *Heather Has Two Mommies.* North Hamptom, MA: In Other Words Publications, 1989. (Grades K - 4)

Rench, Janice, E. *Understanding Sexual Identity: A Book For Gay Teens and Their Friends.* Minneapolis: Lerner Publications, 1990. (School library)

Valentine, Jonny. *Duke Who Outlawed Jelly Beans and Other Stories.* Boston: Alyson, 1991. (Grades 3 - 6)

Willhoite, Michael. *Daddy's Roommate.* Boston: Alyson Publications, 1991. (Grades K - 4)

Willhoite, Michael. *Families: A Coloring Book.* Boston: Alyson Publications, 1991. (Grades K - 5)

Zoltow, Charlie. *William' Doll.* Harper and Row, 1992. (Grades K - 2)

FOR EDUCATORS AND STUDENT SERVICE STAFF - COUNSELING ISSUES

Clark, Don. *The New Loving Someone Gay.* Celestial Arts, rev. ed. 1987.

Schoenberg, Robert and Richard S. Goldberg, eds., with David Shore. *Compassion Toward Some: Homosexuality and Social Work In America.* Park Press, 1984.

Weinberg, George. *Society and the Healthy Homosexual.* Boston: Alyson, 1991.

Whitlock, Katherine and Rachael Kamel, ed. *Bridges of Respect: Creating Support for Lesbian and Gay Youth.* Philadephia, PA: The American Friends Service Committee, July 1989.

Yoakam, J., Taylor Wilcox, Gary Remafedi. *Surviving AIDS: Simple Answers to Complex Questions about AIDS and Adolescent Homosexuality.* Minneapolis, MN: University of Minnesota Youth and AIDS Projects, 1991.

You Are Not Alone: National Lesbian, Gay and Bisexual Youth Organization Directory, A Guide for Youth and Youth-Serving Professionals to Help Them Find the Resources They Need. Spring 1993. $5
New York: The Hetrick-Martin Institute, 401 West Street, NY, NY 1001-2587; 212-653-8920

SOURCES for the Library List:

University of Minnesota Youth and AIDS Projects *Bibliography,* January 1992.

A Bibliography, Gay and Lesbian Issues in Education, July 28, 1992. The Teachers' Group of Colorado, Lakewood, CO.

See also Appendix F. Resource People and Services

NOTE:

Each school district must select materials for use in the classroom and media center/library according to the school district's pre-determined criteria.

Appendix I.

Sample School District Policy

POLICY

The St. Paul Public School District supports the diversity of students, staff and parents that make up the stakeholders of our schools. The current policies and practices of the district support this diversity and any prejudicial behavior toward any of our minority or ethnic populations including gays and lesbians, will not be tolerated.

School district policy developers should consider federal and state statutes regarding human rights, sexual harrassment and related issues when developing state policy. Below are sections of the revised Minnesota Human Rights Act that support the policy statement above.

STATE STATUTE

The 1993 Minnesota Legislature amended the Human Rights Act to include prohibition of unfair discriminatory practices on the basis of sexual orientation. Sections of the law dealing with education are below. Please consult the full text of the statute and your school district attorney when revising and enforcing local school district policies.

Minnesota Statute 363.12 Public Policy of the State.

Subd. 1. It is the public policy of this state to secure for persons in this state, freedom from discrimination;

MS 363.12

Subd. 1 (5)

. . . Discrimination threatens the rights and privileges of the inhabitants of this state and menaces the institutions and foundations of democracy

BEST COPY AVAILABLE

(1) In employment because of race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age;

(2) In housing and real property because of race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and familial status;

(3) In public accommodations because of race, color, creed, religion, national origin, sex, sexual orientation, and disability;

(4) In public services because of race, color, creed, religion, national origin, sex, marital status, disability, sexual orientation, status with regard to public assistance; and

(5) In education because of race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age. Such discrimination threatens the rights and privileges of the inhabitants of this state and menaces the institutions and foundations of democracy. It is also the public policy of this state to protect all persons from wholly unfounded charges of discrimination. Nothing in this chapter shall be interpreted as restricting the implementation of positive action programs to combat discrimination.

. . . .

MS 363.01 Definitions.

Subd. 45. [SEXUAL ORIENTATION.] "Sexual orientation" means having or being perceived as having an emotional physical or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness. "Sexual orientation" does not include a physical or sexual attachment to children by an adult.

. . .

MS 363.021 [CONSTRUCTION OF LAW.]

Nothing in this chapter shall be construed to :

(1) mean the state of Minnesota condones homosexuality or bisexuality or any equivalent lifestyle;

(2) authorize or permit the promotion of homosexuality or bixsexuality in education institutions or require the teaching in education institutions of homosexuality or bisexualty as an acceptable lifestyle.

(3) authorize or permit the use of numerical goals or quotas, or other types of affirmative action programs, with respect to homosexuality or bisexulaity in the administration or enforcement of the provisions of this chapter; or

(4) authorize the recognition of or right of marriage between persons of the same sex.

. . . . .

MS 363.03

Subd. 5. [EDUCATIONAL INSTITUTION.] It is unfair discriminatory practice:

(1) To discriminate in any manner in the full utilization of or benefit from any educational institution, or the services rendered thereby to any person because of race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, or disability, or to fail to ensure physical and program access for disabled persons. . . .

(2) To exclude, expel, or otherwise discriminate against a person seeking admission as a student, or a person enrolled as a student because of race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, or disability.

(3) To make or use a written or oral inquiry, or form of applications for admission that elicits or attempts to elicit information, or to make or keep a record, concerning the race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, or disability or a person seeking admission, except as permitted by rules of the department.

Subd. 7. [REPRISALS]. It is unfair discriminatory practice for any employer, labor organizations, employment agency, public accommodation, public service, educational institution. . . to intentionally engage in any reprisal against any person because that person:

(1) Opposed a practice forbidden under this statute or has filed a charge, testified, assisted or partici-

pated in any manner in an investigation, proceeding, or hearing under this chapter; or

(2) Associated with a person of group of persons who are disabled or of a different race, color, creed, religion, sexual orientation, or national origin.

A reprisal includes but is not limited to, any form or intimidation, retaliation, or harassment. . .

[Unofficial copy, MDE/AIDS/REL/ 8-93] Please consult the full text of the statute before devising or revising school district policy and programs.

Appendix J.

Resources People and Services

Educational Resources

AIDS/HIV/STD/UP Prevention Unit — 612/296-5825
Minnesota Department of Education
550 Cedar Street
St. Paul, MN 55101

St. Paul School Consultation Group
on Homophobia in the Schools
Mary Tinucci — 612-690-6934

Antihomophobia and
HIV/AIDS Training Program — 612-641-5584
Anita Hill and Jonathan Hanft
Family Service of St. Paul
425 Aldine Street
St. Paul, MN 55104

Youth and AIDS Projects — 612-627-6820
John Yoakam, M.Div.
Taylor Wilcox, BA
UofM Adolescent Health Program/YAP
428 Oak Grove Street
Minneapolis, MN 55403

Minnesota Task Force for Gay — 612-291-0108
and Lesbian Youth (scholarship fund)
341 S. Pascal Street
St. Paul, MN 55104-7034

Hotlines/Helplines/Advocacy

Gay/Lesbian Helpline	612-822-8661
Minnesota AIDS Line	612-373-2437
MN Department of Human Rights (for consultation on infraction of state law regarding human rights)	1-800-657-2704
Minnesota Gay and Lesbian Community Action Council 310 East 38th Street, #204 Minneapolis, MN 55409	612-822-0127

Social/Support Groups

Metro

St. Paul Central High School Kay Williams, School Nurse 275 North Lexington Parkway St. Paul, MN 55104	612-293-8700
Como Senior High School Gloria Ferguson, Clinic Health Ed. 740 W. Rose St. Paul, MN 55117	612-293-8800
Minneapolis South High School Sharon Bishop, School Nurse 3131 19th Avenue South Minneapolis, MN 55407	612-627-2510
Minnesota Center for Arts Education Mary Kay McCray 6125 Olson Mem. Highway Golden Valley, MN 55422	612-591-4700

Northwest Youth & Family Services
Tisha Kehn 612-636-5448
1775 Old Highway 8
New Brighton, MN 55112

West Suburban Teen Clinic 612-474-3251
Dianne O'Connor
478 Second Street
Excelsior, MN 55331

Young Lesbians and Friends 612-825-0754
District 202, Youth Center 612-871-5559
2524 Nicollet Avenue So.
Minneapolis, MN 55404

Project Offstreets, Drop In Center 612-338-3103
Julie Mehr, Health Counselor
212 Second Street N.
Minneapolis, MN 55408

"So What If I Am" Group and 612-377-8800
Group for Youth Whose Parents are Gay/Lesbian
The Bridge for Runaway Youth, Inc.
2200 Emerson Avenue South
Minneapolis, MN 55405

Greater Minnesota

Wakenings: G/L/B Youth Group 218-722-1497
2 East Fifth Street
Duluth, MN 55805

Youth Group 507-532-3825
c/o MAP, Mary Larson
109 S. Fifth
Marshall, MN 56258

Gay/Lesbian Youth Serivces 507-289-6329
PO Box 91
Rochester, MN 55903
Hotline: Thursdays, 5 - 7 pm

Support groups are in developing stages in other sites. For information about these efforts, or about developing a support group in your community, contact the UofM Youth and AIDS Projects (YAP) (see address on previous page).

P-FLAG (Parents, Families and Friends of Lesbians and Gays) of Minneapolis 612-824-4541
PO Box 908
Burnsville, MN 55337

Twin Cities	612-458-3240
Alexandria	218-943-1431
Fargo/Moorhead	218-847-2818
Southern Minnesota	507-437-2197
Duluth	218-727-6455
St. Cloud	612-253-3867
Northfield	507-645-6453

P-FLAG National Headquarters 202-638-4200
PO Box 27605
Washington, DC 20038-7605

P-FLAG Hotline 1-800-4-FAMILY

HIV/AIDS Support Groups/Advocacy

Tuesday Globe
(A support group for HIV positive youth)
Michael Kaplan 612-871-9290
Kari Hillmer 612-627-6825

Youth and AIDS Projects (YAP) 612-627-6820

Youth Intervention Project (YIP) 612-348-6363
Hennepin County - Red Door Clinic
525 Portland Ave. So., Lower Level
Minneaoplis, MN 55415

Alone no more.

MDE
MINNESOTA DEPARTMENT OF
EDUCATION

Minnesota Department of Education
Prevention and Risk Reduction Team (HIV/STD)
Office of Service Design and Collaboration
550 Cedar Street
St. Paul, MN 55101
612/296-5825